DOCUMENT RESUME

ED 162 348 CS 204 533

TITLE	Basic Objectives in Language Arts K-12.
INSTITUTION	Indiana State Dept. of Public Instruction, Indianapolis. Div. of Curriculum.
PUB DATE	78
NOTE	54p.
EDRS PRICE	MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS	*Curriculum Development; *Educational Objectives; Elementary Secondary Education; *English Curriculum; *English Instruction; *Language Arts; Language Skills; Listening; Literature Appreciation; Mass Media; Reading; Speech Communication; Writing

ABSTRACT

This book contains sets of basic objectives for elementary, middle, and high school language arts instruction that indicate the goals that the majority of students should achieve before high school graduation. Both exit objectives (to be mastered before high school graduation) and enabling objectives (specific behaviors/activities that help students reach the related exit objectives) are provided for language skills, nonverbal communication, oral communication, listening, reading, writing, literature, and mass media. Explanations of the rationale, criteria, and cataloguing procedures are included. (RI)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

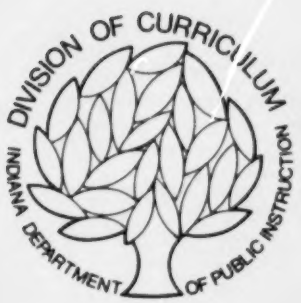
ED162348

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

BASIC OBJECTIVES IN LANGUAGE ARTS K-12

1978



"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Indiana Dept. of Public Instruction

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

CS204533

ACKNOWLEDGEMENTS

Basic Objectives in Language Arts K-12, was developed by the Indiana Department of Public Instruction with the support of the Indiana University English Curriculum Study Center and the school systems that released their teachers to attend the meetings in which the rough drafts of the objectives were written.

Special thanks go to the following people for their important contributions to the language arts guide:

PROJECT DIRECTORS

Diane Foley
State Language Arts Consultant
Department of Public Instruction
Indianapolis

Mescal Evler
Former Language Arts Consultant
Department of Public Instruction
Indianapolis

Leandra Uplinger
Former Language Arts Consultant
Northern Regional Service Center
Department of Public Instruction
South Bend

Edward B. Jenkinson
Professor of Education
Director, English Curriculum Study Center
Indiana University
Bloomington

PROJECT CONSULTANTS

Peggy Cowen
English Department Head
Penn High School
Mishawaka

Gary Cox
English Teacher
Haworth High School
Kokomo

Bernarr Folta
English Coordinator
West Lafayette Community School Corporation
West Lafayette

Irma Gale
Associate Professor of English
Ball State University
Muncie

Catherine Haynes
Early Childhood Consultant
Department of Public Instruction
Indianapolis

Rebecca Whitmore
English Department Head
South Wayne Junior High School
Indianapolis

Larry Wray
Communications Chairman, K-12
Duneland School Corporation
Chesterton

Marianne Wright
Reading Teacher
Wilson Middle School
Muncie

PROJECT SUPERVISORS

John Harrold
Director, Division of Curriculum
Department of Public Instruction
Indianapolis

Alfred E. Speck
Director, Northern Regional Service Center
Department of Public Instruction
South Bend

TABLE OF CONTENTS

Page

INTRODUCTION 1

CATALOGUING AND KEY 2

LANGUAGE 3
Exit Objectives
Enabling Objectives

NONVERBAL COMMUNICATION 10
Exit Objectives
Enabling Objectives

ORAL COMMUNICATION 13
Exit Objectives
Enabling Objectives

LISTENING 21
Exit Objectives
Enabling Objectives

READING 26
Exit Objectives
Enabling Objectives

WRITING 33
Exit Objectives
Enabling Objectives

LITERATURE 41
Exit Objectives
Enabling Objectives

MASS MEDIA 46
Exit Objectives
Enabling Objectives

WHY DO TEACHERS NEED MORE SETS OF BASIC OBJECTIVES FOR ENGLISH, AND HOW CAN THIS BOOK BE USED IN THE SCHOOLS?

This book contains sets of basic objectives for the various aspects of the English language arts for elementary, middle and high schools. The objectives reflect the thinking of eight consultants and four project directors who are identified in the Acknowledgements.

The consultants did not attempt to specify all possible goals for every dimension of their subject. Rather, they concentrated on those goals that they believe are important for the majority of the students in the schools to achieve before they graduate from high school.

The objectives in this book are divided into two parts: exit and enabling. An exit goal is one that the consultants believe most of the students in Indiana's schools can — or should — master before they leave high school. An enabling objective is one that gives specific behaviors and activities that can help students to reach the related exit objectives. The enabling objectives are intended to do just what the phrase implies — help students arrive at the exit objective.

The enabling objectives, in most instances, are divided into three parts: elementary, designated by E; middle school, signified by M; and high school, indicated by H. Thus, when an enabling objective is labeled E, the consultants have indicated that the specific objective needs to be mastered by students before they can do the work expected of them in the middle school.

On the other hand, when an objective is marked EM, the designation indicates the consultants believe that students in both elementary and middle schools need to focus on the objective, using different materials with different degrees of sophistication. In the section on reading, for example, the reader will find this enabling objective marked EM: "Students use word attack skills to decode words." Under that enabling objective is a subset dealing with the use of dictionaries. The reader can readily understand why that enabling objective and its subset are labeled EM. As students move from beginning to intermediate dictionaries, they need practice with the more sophisticated dictionaries to develop the skills needed to use such dictionaries effectively. And as they move through the high school years, they need further practice to develop dictionary skills that were not included in that particular enabling objective under reading. The collegiate dictionaries, which many public schools have, contain information in each entry that is much more thorough and complex than the information in an entry in an intermediate dictionary.

Two of a number of temptations that the consultant team resisted were (1) to write a great number of exit objectives, and (2) to order all of the enabling objectives in sequences that would imply uniform instruction necessary to reach specific exit objectives. Since the consultants believe that the students must master a specific enabling objective before they can try to achieve the next one, some of the enabling objectives are sequenced. However, the consultants know that creative teachers will write and sequence a number of their own objectives so that students can reach specific exit goals from a number of different directions. Therefore, the objectives are neither all inclusive nor sequenced.

The consultants look upon this book as a guide that can be used in department or in system-wide meetings or that can be used by individual teachers for the following purposes, among others:

1. to focus attention on basic objectives that can — or should — be attained by a majority of the students in the schools;
2. to serve as a useful and expedient guide for curriculum and course development;*

*This guide, even in its rough draft form, has served as the basis for some schools' curriculum designs.

3. to serve as a point of departure for the writing of specific objectives for different grade levels;
4. to serve as a guide that can be used to bring aspects of the English language arts together in a totality that makes sense to both students and teachers.

The major focus of this book is the English language. The consultants hope that students will never lose sight of the fact that their major task in English class is to develop their language skills so well that they have power over their language — not the other way around.

To become literate, articulate individuals, students need to develop competency in all aspects of the English language arts — language, listening, speaking, nonverbal communication, reading, literature, writing and the mass media. And they need to view all aspects of the English language arts as integral parts of the total languaging process; the parts should not be seen as fragments — some of which are more important than others. For example, students should not look upon writing as a skill they need not develop well simply because they "won't be writing much after they leave high school." Rather, they should be led to view writing as a process through which they can discover what they know and, more importantly, what they do not know about a specific topic, about their ability to use language to communicate with specific audiences for definite purposes and about their ability to order their thoughts, feelings and experiences in a manner that works for the audience as well as for the writer. They should also see that they need to read extensively in all forms of literature to help them shape their own thoughts. They should further understand that they can become more intelligent consumers of the mass media by attempting to gather information and report it to an audience — if only for a class project. They need also to recognize that they can further develop their reading skills by reading their own writing. Finally, they need to see writing as a vital part of some aspects of the speaking process, and they need to view note-taking as an integral part of the listening process. Thus, writing becomes an important part of the total language process — not a skill that needs to be developed by only a few.

All aspects of the English language arts are viewed as interdependent parts of the language process — not as entities to be treated independently in one year of school and ignored in another.

The basic objectives are written in a modified form of performance objectives. Some teachers consider performance/behavioral objectives anathema, while others consider them essential. This guide attempts to accommodate both opinions and has mixed strict performance/behavioral objective form with objectives based on activities. The result is a form of objective that any teacher should be able to modify to fit his/her own philosophy and school situation.

Teachers at all levels of instruction and students, particularly at the upper levels, need to be aware of the objectives for any lesson.

CATALOGUING AND KEY

Exit objectives are listed and numbered after each section's introduction. Each section concerns one aspect of language arts, begins with the first exit objective and is followed by that exit objective's enabling objective bearing the exit objective's whole number and individual decimal numbers. For example, Exit Objective 1 of a section may have 20 enabling

objectives which would span from 1.1 to 1.20.

In addition, there are letters in the upper right-hand corner of each page to remind the reader of the section he is reading, whether it be language, nonverbal, oral communication, listening, reading, writing, literature or mass media.

The following is a key of abbreviations for each section's title.

KEY

LN	Language
NV	Nonverbal
OC	Oral Communication
LIS	Listening
RE	Reading
WR	Writing
LIT	Literature
MM	Mass Media

LANGUAGE

To become literate, articulate adults, students need to develop their language skills. To do so, they need to know and to appreciate what words are and how they work in sentences, to understand how time and context can affect the meanings of words and to learn how words are used and manipulated. They also need to view language as a source of pleasure as well as information and to learn how to use language skillfully as the most useful tool they have. Finally, they need to discover how other people judge them by the language they use.

Because the process of acquiring language is so complex, there is no single method that will help students to learn all they need to know about language and to develop essential skills, just as there is no single textbook that gives students all the information about language or suggests all the necessary activities and exercises. Therefore, language arts teachers at any grade level must employ a variety of methods and materials to develop power over language.

Traditionally, language instruction has focused on the "grammar" of our language. The rationale for the basic language objectives in this section is based on a broader perspective than the traditional approach. *Language* is used here to mean all aspects of the communication process — verbal and nonverbal, print and nonprint. Grammar, as one component of language, has not been ignored. Objectives that could be labeled as grammar are included in virtually every section of this guide.

Students improve their verbal skills most markedly when they study grammar not in isolation but in conjunction with the development of oral and written communication skills. This approach of learning language through all forms of oral, written, nonverbal, print and even nonprint communication is the focus of this section and of this guide.

LANGUAGE

Exit Objectives

1. The students recognize that language can be a source of pleasure.
2. The students know what words are and how they work in sentences.
3. The students discover how people can use language to influence the thoughts, attitudes and behaviors of others.
4. The students recognize the various levels of language usage and can adjust their usage to fit their purpose and situation.
5. The students understand the nature of dialect and recognize some of the unique characteristics of their own and other American and English dialects.
6. The students demonstrate curiosity about their own language and the language of others.

EXIT OBJECTIVE 1

The students recognize that language can be a source of pleasure.

ENABLING OBJECTIVES

E	1.1	The students identify words which they think have pleasing sounds.
	1.2	The students identify words which they think suggest pleasing images.
	1.3	The students give reasons why they like to read or hear certain words.
	1.4	The students listen and look for words that rhyme with each other.
	1.5	The students share with others jingles, puns and song lyrics which they like to hear or say.
	1.6	The students make up rhyming words and songs or poems that use rhyme.
	1.7	The students play games with words by rhyming words, making up new words, using alliteration, etc.
	1.8	The students detect rhythmical patterns in poetry or prose that are read aloud.
	1.9	The students put words together to form rhythmical patterns.
EM	1.10	The students play word games, such as crossword puzzles, Scrabble, Perquackey, etc.
	1.11	The students recognize language which gives human characteristics to inanimate objects (personification).
	1.12	The students compose and locate sentences which compare unlike things (metaphor and simile).
MH	1.13	The students analyze various works of literature to discover why specific groups of words used by the authors, poets or playwrights give them pleasure (e.g.,

words that capture an image, duplicate sounds, state an idea forcefully or cleverly, depict a situation humorously, etc.).

1.14 The students experiment with new meanings and arrangements of words (e.g., construct new and unusual metaphors and puns, deliberately use "malapropisms," etc.).

1.15 The students recognize those instances when they (or others) have found just the right words or groups of words to make a point beautifully, humorously and/or powerfully.

1.16 The students develop a sense of pleasure in being able to use oral and written language to express their thoughts with precision.

EXIT OBJECTIVE 2

The students know what words are and how they work in sentences.

ENABLING OBJECTIVES

E 2.1 The students can distinguish between a word, word-part or a group of words.

2.2 The students recognize that words are symbols.

2.3 The students recognize that people give meanings to words and can add meanings to existing words.

2.4 The students discover that all people do not attach the same meanings to words because of their experiences.

2.5 The students can use a lexical definition to help them understand the meaning of a word.

2.6 The students recognize that different words may be used to symbolize the same object or ideas (e.g., sofa, couch, divan and davenport).

EM 2.7 The students recognize the function of inflectional morphemes (plural morphemes, possessive morphemes, *-s* verb morpheme, *-ing* morpheme, past tense and past participle morphemes, *-er* and *-est* morphemes) and can use them when they speak or write.

EMH 2.8 The students recognize and use in their writing and speaking the sentence patterns basic to the English language.

2.9 The students recognize that words work together in small groups (phrases and clauses) within a sentence.

2.10 The students can expand a sentence by adding words or groups of words.

2.11 The students can reduce a sentence by removing words or groups of words.

2.12 The students examine common words that have gained additional meanings through time.

MH 2.13 The students recognize that a word's position in a sentence may indicate its function (e.g., The pencil's *lead* is poisonous. You will *lead* us. *Lead* doors are used in fall-out shelters.).

2.14 The students recognize the difference between how words work in a word-order language and how they work in an inflectional language.

2.15 The students can identify some methods by which words have been added to the language (e.g., compounding, using affixes, borrowing from other languages, making acronyms, etc.).

2.16 The students examine the processes by which meanings of words are changed (e.g., misuse, association, etc.).

2.17 The students distinguish between connotative and denotative meanings of words.

2.18 The students analyze some of the social, political and scientific influences on word meanings.

EXIT OBJECTIVE 3

The students discover how people can use language to influence the thoughts, attitudes and behaviors of others.

ENABLING OBJECTIVES

E 3.1 The students give examples of words that make them feel happy, proud, ashamed, angry, etc.

EM 3.2 The students identify words or sentences they can use to evoke a desired response from others.

3.3 The students examine the language of an advertisement or a commercial to determine why that language makes them want or not want to purchase the item advertised.

3.4 The students identify situations in stories they have read, heard or viewed which depict a person being influenced by the language of someone else.

M 3.5 The students examine their attitudes toward various people they know or see on television to determine whether or not their attitudes have been affected by the language these people use.

3.6 The students examine the impact of the connotative meanings of certain words on specific audiences.

3.7 The students can identify some "loaded" or emotionally charged words and explain their impact upon a listener or reader.

3.8 The students can identify some common euphemisms and suggest reasons for their use.

MH 3.9 The students can assess the positive and/or negative effects of the use of slang upon various audiences.

3.10 The students recognize when opinions have been inserted into statements of fact to add persuasive force, to add credence, etc.

3.11 The students recognize how advertisers can manipulate language for specific purposes (e.g., unfounded generalizations or comparisons, use of loaded words, statistical manipulation, association, snob appeal, etc.).

3.12 The students analyze the language techniques frequently used by politicians (e.g., persuasive tactics, word choice, innuendo, use of dialect, etc.).

3.13 The students analyze the influence of the language used in the mass media (newspapers, periodicals, radio, television, film) on the attitudes, beliefs and behavior of the American public.

3.14 The students compare the advantages and disadvantages of radio, television, film, newspapers and periodicals as instruments of persuasion.

3.15 The students can identify examples of "doublespeak" or "gobbledegook" from their listening and/or reading experience.

3.16 The students examine how shades of meanings of specific words can change the meanings of specific messages.

3.17 The students discover how the attitudes, experience, knowledge and values of a listener/reader can contribute to the comprehension or distortion of any given message.

H 3.18 The students examine news stories, editorials and feature stories in newspapers and magazines and on radio and television to determine how an author's selection of facts and deliberate use of language can subtly convey a mood, an attitude or a judgment not necessarily explicit in the message.

3.19 The students examine the use of sarcasm, irony and parable (using examples from fiction and nonfiction, print and nonprint) as persuasive devices.

3.20 The students examine the use of humorous language as a persuasive technique.

EXIT OBJECTIVE 4

The students recognize the various levels of language usage and can adjust their usage to fit their purpose and situation.

ENABLING OBJECTIVES

E 4.1 The students can identify places where they have heard different levels of language spoken (e.g., home, school, church, television, playground) and suggest reasons for the different language usage.

EM 4.2 The students can explain some of the reasons for the existence of a "standard usage."

4.3 The students use dictionaries to help them select words appropriate for specific audiences and occasions.

4.4 The students recognize that spoken English is usually more informal than written English and examine the reasons for such a difference.

EMH 4.5 The students can use the basic conventions of standard English usage in their writing and speaking (e.g., subject-verb agreement, pronoun usage, pronoun-antecedent agreement, punctuation, basic sentence patterns, capitalization).

M 4.6 The students recognize that people frequently judge other people on the basis of the language they use.

4.7 The students can identify some words originally labeled slang that have now become a part of formal and informal usage and explain how this process took place.

MH 4.8 The students recognize some of the positive effects of "standard" English usage on the communication process.

4.9 The students examine the differences in definition, origin and use of identified types of usage levels (i.e., dialect, standard, informal, slang, cant, jargon and argot).

4.10 The students can select and use a usage level appropriate for a given audience and purpose.

4.11 The students recognize the reasons for the usage classifications in dictionaries and utilize that source of information in selecting the appropriate words for their specific audience and purpose.

4.12 The students recognize that it is to their social and economic advantage to be facile in standard English usage, in addition to any other usage level which may be common in their own community and peer groups.

EXIT OBJECTIVE 5

The students understand the nature of dialect and recognize some of the unique characteristics of their own and other American and English dialects.

ENABLING OBJECTIVES

E 5.1 The students can give examples of varying pronunciations and word usages within their own communities.

5.2 The students can identify some words commonly used on national television that are pronounced differently locally.

5.3 The students recognize that different pronunciations of a given word may be equally valid for the purpose of communication.

5.4 The students can identify some of the geographical factors that have influenced the development of various regional dialects in the United States.

EM 5.5 The students can explain some of the ethnic and/or cultural factors that have influenced the development of various American dialects.

M 5.6 The students can compare their own dialect to another American dialect and identify some of the differences in pronunciation and vocabulary.

5.7 The students recognize that a person's native dialect and level of language usage are an integral part of his self-concept.

MH 5.8 The students compare and contrast some of the basic features of American and British English and give reasons for the differences.

5.9 The students analyze the reasons (economic and social) for the acceptance of one dialect over another by certain segments of society.

5.10 The students can compare their own dialect to another American dialect to identify some differences in intonation patterns and grammatical structure.

5.11 The students examine the use of dialect in jokes, stories, poems, records, tapes and films.

5.12 The students explore the influence of television and radio on American dialects.

EXIT OBJECTIVE 6

The students demonstrate curiosity about their own language and the language of others.

ENABLING OBJECTIVES

E	6.1	The students investigate how babies and very young children communicate messages.
	6.2	The students observe and discuss methods of communication used by animals.
	6.3	The students give examples (based on their own observations of people they know and people they see on television) of ways that human beings communicate without writing or speaking.
	6.4	The students examine some of the difficulties of communicating without a spoken or written language.
	6.5	The students can give reasons for the development of both spoken and written language.
	6.6	The students compare the advantages and disadvantages of spoken language with those of written language.
	6.7	The students investigate some of the methods people have used to name geographical places.
	6.8	The students can give examples of some of the methods their ancestors used to select or modify surnames.
	6.9	The students discover some advantages and disadvantages of a pictorial (hieroglyphic) language versus a symbolic language.
	6.10	The students analyze codes and/or "pretend" languages to determine the systems used to facilitate communication.
M	6.11	The students recognize that a language must have a "system" in order to be used to communicate effectively.
MH	6.12	The students investigate the causes of irregularities in the rules and regulations of the English language system.
	6.13	The students examine other languages to determine some of the differences between those languages and their own (graphic symbols, word order, pronunciation, etc.).
H	6.14	The students know where to find and how to use sources of information about words in the English language.
	6.15	The students explore some of the reasons for the changes which occur in a "living" language such as English.
	6.16	The students hypothesize about changes which may occur in the English language and in other languages during the next century.

NONVERBAL COMMUNICATION

Although nonverbal communication is the oldest form of human communication, only recently has it received attention in the language arts classroom. Nonverbal communication includes gestures, facial expressions, pictures and symbols. With technological advancement, photography, television, picture telephones, and audio and video tapes have opened new channels of communication in which nonverbal sounds, signals and symbols play increasingly complicated roles.

To help students understand the importance of nonverbal communication in the total communication process, the language arts curriculum needs to focus on some specific nonverbal communication skills. First, students need to be aware of the variety of nonverbal signals that they send and receive in their daily lives. Second, they must be able to interpret these signals in the context in which they are given. Third, they must understand how the conscious and unconscious use of nonverbal signals can complement or alter a verbal message. And last, they should learn to develop some control over their own use of nonverbal signals. An understanding of nonverbal communication can be used to motivate students who are not verbally oriented. In addition, it adds new dimensions to all of the language arts skills. Nonverbal communication is an essential element of the total communication process and deserves a prominent place in the language arts curriculum.

NONVERBAL COMMUNICATION

Exit Objectives

1. The students can identify and describe a variety of types of conscious and subconscious nonverbal signals and can explain their influences on the total communication process.

2. The students can consciously send, receive, interpret and respond to a variety of nonverbal signals.

EXIT OBJECTIVE 1

The students can identify and describe a variety of types of conscious and unconscious nonverbal signals and can explain their influences on the total communication process.

ENABLING OBJECTIVES

E 1.1 The students can describe methods of nonverbal communication used by animals and humans.

1.2 The students can describe methods of communication used by children — and their parents — before the children are able to talk.

EMH 1.3 The students can identify the following types of nonverbal communication and explain how each can be used alone or with verbal communication to send a message:

a. signs, symbols and signals;

b. body language;

c. personal appearance, clothing and jewelry;

d. material possessions;

e. touch;

f. scent;

g. color;

h. sound;

i. music;

j. visual media;

k. audio media.

MH 1.4 The students recognize that most verbal messages are accompanied by conscious or subconscious nonverbal messages which may either enhance or distort the verbal messages.

1.5 The students recognize that concealed feelings are often revealed through subconscious nonverbal signals (i.e., body language, tone of voice, intonation patterns).

1.6 The students recognize how the point of view of both the sender and the receiver of a nonverbal message can enhance or distort the message.

1.7 The students can identify the four elements of every nonverbal message: sender, receiver, medium and message.

1.8 The students recognize that the meanings of nonverbal signals can vary from one culture to another (e.g., head nodding, whistling, hand clapping, gestures, etc.).

1.9 The students discover how a specific nonverbal signal can change meaning in time and context just as words do (e.g., skull and crossbones).

1.10 The students identify effective and ineffective combinations of verbal and nonverbal acts of communication.

EXIT OBJECTIVE 2

The students can consciously send, receive, interpret and respond to a variety of nonverbal signals.

ENABLING OBJECTIVES

E 2.1 The students associate meanings with common facial expressions that they observe in real life, films, television, photographs and pictures.

2.2 The students can use different facial expressions to convey a variety of emotions.

2.3 The students recognize that colors can be used as nonverbal signals (e.g., traffic lights, flashing red lights, white flags, etc.).

2.4 The students can decode the meanings of traffic signs that do not bear words.

2.5 The students can identify other commonplace signs that have specific meanings (e.g., $, ¢ #, &, %, , musical notations, mathematical symbols, etc.).

2.6 The students recognize that touch (e.g., a mother placing her hand comfortingly on a child's arm, a pat on the back, a touch of restraint, a hug, etc.) can be a form of nonverbal communication with meanings that may vary according to the situation.

2.7 The students identify common nonverbal sounds (e.g., whistle, laughter, applause, siren, etc.) and explain their meanings.

EM 2.8 The students explain the meanings of commonplace symbols (e.g., a cross, Star of David, flag, donkey and elephant, skull and crossbones, etc.).

M 2.9 The students identify common gestures within their own cultures and explain the meanings associated with those gestures.

2.10 The students give specific meanings to particular stances and movements in different situations.

MH 2.11 The students can use body language alone (facial expressions, gestures, posture, stance and movement) to send a nonverbal message to a specific audience.

2.12 The students can use body language to enhance a verbal message.

2.13 The students recognize body language that distorts or detracts from a verbal message.

2.14 The students can select background music to convey specific moods appropriate to stories or poems they have read or written.

2.15 The students can use sound effects (live or on tape) to create a mood for a story, commercial, poem or play they have read or written.

2.16 The students can send nonverbal messages by using a variety of different visual media.

2.17 The students describe how the personal appearance of a speaker affects different audiences.

2.18 The students can use color to send a nonverbal message.

H 2.19 The students analyze nonverbal cues that reveal people's feelings about a given subject or person.

2.20 The students can explain how a film maker's concentration on nonverbal signals (background music, sound, color, setting, body language of characters, etc.) adds to the viewer's understanding of plot, character, setting, mood and theme.

2.21 The students can explain how a writer's description of nonverbal signals (sounds, body language, color, appearance, etc.) adds to the reader's understanding of plot, character, setting, mood and theme.

ORAL COMMUNICATION

Although most adults spend approximately 75 per cent of their time listening and speaking, research indicates that they function at a very low level of proficiency. To help students communicate more effectively than adults presently do, teachers at all levels of instruction need to pay more attention to the development of oral communication skills. Such attention in the English language arts class should not, in any way, detract from the necessity of the specialized training in speech classes; rather, it should enhance that training and make it even more effective than it is now.

Students need to attain confidence and flexibility in a variety of real life speaking situations. They must have frequent opportunities to select and use a number of different speaking techniques and a variety of levels of usage. As they prepare and give their speeches, the students should keep in mind the type of message to be delivered, the purpose for giving it, the audience to be addressed and the situation in which they are speaking.

As oral communicators, students need to understand both the negative and the positive effects of environment and nonverbal signals on their oral messages. They should know how to use the audiovisual media and the dramatic mode to enhance their verbal messages. And most importantly, they should be able to apply their knowledge of oral communication processes to practical, interpersonal communication in and out of the classroom.

ORAL COMMUNICATION

Exit Objectives

1. The students are able to select and use a variety of techniques for communicating orally.
2. The students can speak before a group or participate in group communication activities.
3. The students recognize that there are surrounding factors that contribute to the reception of messages.
4. The students recognize their own responsibilities to facilitate interpersonal communication and are able to do so.
5. The students recognize levels of language and are able to select and use a level which is appropriate to a particular occasion.
6. The students recognize and utilize the potential of the dramatic mode to enhance communication.
7. The students show and make use of the potential of various audiovisual media to enhance their verbal messages.

EXIT OBJECTIVE 1

The students are able to select and use a variety of techniques for communicating orally.

ENABLING OBJECTIVES

E 1.1 The students respond orally to questions from teachers and peers in a classroom situation.

1.2 The students speak with enough volume to be heard by their audience.

1.3 The students demonstrate proficiency in the mechanics of speech through:

a. enunciation of speech sounds,

b. use of pauses,

c. stress and pitch.

1.4 The students use a rate of speech appropriate to their audience.

1.5 The students engage in a variety of imaginative speaking activities, such as storytelling, role-playing, oral games, pretending, etc.

EM 1.6 The students can speak before an audience to communicate specific information and to give:

a. simple, oral directions which can be followed by another person;

b. oral reports on something they have seen, heard or read;

c. demonstrations on how to use a particular item or how to perform a specific activity.

1.7 The students speak expressively by varying volume, rate and intonation.

1.8 The students incorporate creative devices into their speaking, such as figurative phrases, jingles, original words and anecdotes.

EMH 1.9 The students can effectively read aloud a variety of written materials.

EXIT OBJECTIVE 2

The students can speak before a group or participate in group communication activities.

ENABLING OBJECTIVES

EMH 2.1 The students speak before an audience to entertain through such activities as jokes, tall tales, personal anecdotes, role-playing, impersonations, etc.

2.2 The students experience success and ease in a variety of speaking situations, such as:

a. role-playing,

b. poetry reading,

c. prepared oral compositions,

d. impromptu speaking,

e. discussion groups,

f. drama and/or improvisation.

2.3 The students demonstrate ease in a variety of conversational situations by:

a. choosing topics appropriate to the audience,

b. responding tactfully,

c. using and understanding body language,

d. being sensitive to the nuances of conversation.

2.4 The students experience success and ease before different audiences:

a. peers,

b. small groups,

c. adults,

d. younger children,

e. large groups.

2.5 Given a speaking opportunity appropriate to their level of development, the students show a willingness to assume a speaking responsibility.

2.6 In a group discussion, the students participate as members of the discussion by:

a. expressing their ideas and opinions,

b. reinforcing the comment of another student,

c. asking a question to clear confusion,

d. involving another student in the discussion,

e. limiting their remarks to the purpose of the discussion,

f. speaking concisely.

2.7 In a group discussion, the students participate as leaders by:

a. involving all members of the group in the discussion,

b. keeping the group to its topic,

c. summarizing the progress of the group,

d. leading the group toward a consensus decision,

e. reexpressing ideas from the discussion,

f. restating ideas succinctly in logical sequence.

2.8 When given material to read aloud, the students read in a manner that communicates its meaning to their audience.

2.9 Given a purpose and an audience, the students select a method appropriate to their message and audience, such as:

a. role-playing,

b. demonstrations,

MH c. panel discussion,

d. formal speech,

H e. debate.

MH 2.10 The students enhance their spoken messages through the use of nonverbal techniques, such as facial expressions, body movements and gestures.

EXIT OBJECTIVE 3

The students recognize that there are surrounding factors that contribute to the reception of messages.

ENABLING OBJECTIVES

EMH 3.1 The students use nonverbal factors such as appearance, make-up and actions to enhance their spoken messages.

3.2 The students develop control over the nonverbal messages they send while communicating orally.

E

a. They can maintain eye contact with their audience.

b. They can use facial expressions appropriate to the content of their message and their purpose in communicating.

c. They can use gestures, when appropriate, to enhance their messages.

MH

d. They become familiar with the nonverbal messages conveyed by posture, stance and movement of their bodies (i.e., body language) when they communicate orally; and they can use body language as a positive reinforcement for the verbal messages they send.

e. They recognize that a speaker's appearance (neatness, dress, make-up, etc.), as well as his conscious or unconscious nonverbal signals, can add to or detract from the verbal messages he sends.

f. They increase their awareness of the nonverbal language they use by observing themselves and others in real-life speaking situations or on film or video tape and analyzing their nonverbal communication habits.

H

g. They attempt to eliminate, through awareness and practice, those nonverbal habits (which can be controlled) that detract from the oral messages they send.

h. They develop a sensitivity to the nonverbal distractions which a speaker cannot control and make allowances for that handicap in the communication process.

M 3.3 When presenting a spoken message, the students consider such factors as format and audience size.

3.4 The students demonstrate awareness of speaking conditions by adjusting their messages and/or speaking techniques to events preceding, simultaneous to or following their spoken message.

MH 3.5 The students demonstrate awareness of audience psychology by adjusting their messages and/or speaking techniques to a particular audience's mood.

H 3.6 After considering such factors as format and audience size, the students adjust their message and speaking style to those factors.

3.7 Given distracting or unsatisfactory speaking conditions, the students adapt to them and use those conditions to their advantage whenever possible.

EXIT OBJECTIVE 4

The students recognize their own responsibilities to facilitate interpersonal communication and are able to do so.

ENABLING OBJECTIVES

E 4.1 The students observe courtesy in conversation or discussion by allowing others to finish speaking before they begin.

4.2 The students can use the telephone courteously and can use it for social and practical purposes.

4.3 The students are able to draw others into conversation and/or discussion.

4.4 The students are able to word their questions so that they receive the information or answers sought.

4.5 The students are willing to reinforce the spoken messages of others.

4.6 The students are able to speak concisely.

4.7 The students are able to limit their remarks to the purpose of the discussion or conversation.

M 4.8 The students are able to reexpress ideas from a group discussion.

4.9 The students are able to restate ideas from a discussion or conversation in logical sequence.

4.10 The students are able to paraphrase orally.

4.11 The students are willing to express differences of opinion without antagonizing or hurting their listeners.

MH 4.12 The students are willing to make fair or constructive criticism of the speaking techniques and messages of others.

4.13 The students can draw others into conversation and/or discussion by asking specific questions.

4.14 The students can use oral communication to resolve problems or differences of opinion with other people.

4.15 The students recognize and have control over the nonverbal signals they send when speaking.

4.16 The students continue to seek new ways to communicate orally their ideas and emotions.

4.17 The students can respond appropriately to the questions of an interviewer in a formal or informal interviewing situation.

EXIT OBJECTIVE 5

The students recognize levels of language and are able to select and use a level which is appropriate to a particular occasion.

ENABLING OBJECTIVES

EM 5.1 The students can identify some differences they have observed in the language

spoken at home, at school, in church, on the playground, on various television and radio programs, in films, on records and tapes, etc., and discuss reasons for these differences.

5.2 The students can explain why oral language is generally more informal than written language.

5.3 The students consciously select a level of language usage that will produce the reactions that they desire from their audience.

5.4 The students develop fluency in these levels of speech:

a. standard,

b. informal,
c. ethnic dialect (if appropriate),

d. slang.

5.5 The students recognize that the various levels of usage produce different emotional and intellectual reactions in different people.

EMH 5.6 The students can orally rephrase a message expressed in standard English in their own dialect.

5.7 The students can orally rephrase a message expressed in their own dialect in standard English.

5.8 The students can use some of the conventions of standard English in their oral communication (especially subject-verb agreement, proper pronoun usage and correct verb forms).

5.9 The students recognize that the level of language they use in speaking can add to or detract from their intended message.

MH 5.10 Given a message directed to one audience, the students can adapt the language of that message for a different audience.

EXIT OBJECTIVE 6

The students recognize and utilize the potential of the dramatic mode to enhance communication.

ENABLING OBJECTIVES

E 6.1 After practicing with others, the students demonstrate a sense of rhythm for language in a poem or chant.

6.2 The students use simple drama such as a puppet show, role-playing and/or short skits to communicate to an audience.

6.3 Given a story or play, the students paraphrase and act out the story.

EM 6.4 Given a specific character from a book, story or play, the students can improvise that character's behavior through role-playing.

6.5 The students can use improvisation to act out a given situation, problem or story.

6.6 Given a story or play, the students can act out an alternative ending to a story by altering character behavior.

EMH 6.7 The students can act out a story or play they have written.

6.8 The students recognize the value of using dramatic techniques to enhance oral communication.

6.9 Given material to read to an audience, the students use dramatic techniques such as alteration of voice quality, speech patterns and gesture to interpret its meaning to the audience.

6.10 The students make use of their own voices to make sound effects and voice quality changes such as snarls, whines and so forth when speaking dramatically or reading aloud.

6.11 Given speaking parts in a play, the students can adjust their voice quality and speech patterns to suggest character qualities such as age, personality and emotion.

H 6.12 The students deliberately experiment with fictive voices in reading a script or role-playing.

6.13 Given material involving dialogue to read to an audience, the students are able to adjust their voices to indicate changes of tone, speaker, etc.

EXIT OBJECTIVE 7

The students show and make use of the potential of various audiovisual media to enhance their verbal messages.

ENABLING OBJECTIVES

EMH 7.1 Given an event and an audience, the students demonstrate a willingness to share their own unique interpretations by putting on shows with:

a. puppets,

b. television,

c. audio tape,

d. choral readings,

e. plays,

f. film,

g. slides with audio tape.

EM 7.2 The students draw pictures or select pictures from newspapers and magazines to accompany a story, poem or song that they present orally to the class or a small group of peers.

7.3 The students take (or select) photographs (prints or slides) to illustrate an oral presentation (e.g., story, poem, choral reading, commercial, editorial, etc.).

7.4 The students tape record a poem, story, choral reading, play, commercial, etc., that they have written or selected.

7.5 The students select and use appropriate background music (record or tape) to accompany a story, poem, commercial, etc., that they present orally.

7.6 Given choices, the students use more than one medium to communicate messages.

7.7 The students listen to a tape of their own voices and identify the good and/or poor qualities of their own voices and speech patterns.

MH 7.8 Given a message and an audience, the students can use a combination of media to communicate that message more effectively than through a single medium.

7.9 The students adapt their speaking techniques such as gesture, tone of voice and volume to the media selected to communicate their messages.

7.10 After listening to tapes of their own voices, the students determine weak points in the sound of their voices and in their speech patterns, and they produce a tape that is an improvement over the first.

7.11 Given an audience, the students can select a medium or media that will enable that particular audience to receive the message most effectively.

7.12 Given a message, the students can select a medium or media that will enable them to deliver that particular message most effectively.

7.13 Given a purpose, the students can select a medium or media that will enable them to achieve that purpose most effectively.

H 7.14 The students recognize that certain qualities and/or techniques are more important in some media than others. For example, voice quality is more important in radio and/or audio tape, but gesture and appearance are more important in video tape and film.

LISTENING

Listening is a vital, but sometimes overlooked, part of the communication process. It expands vocabulary, sentence patterning and discrimination on which speaking, reading and writing are built. Students spend a major part of every day listening in class, in the halls, on the streets, in cars and at home. They listen to the radio, to television, to tapes and to records. In an electronic age, the students spend so much of their time listening that teachers sometimes take the development of listening skills for granted and neglect to work on such skills in their classes.

The process of listening is not a passive one, for the listener needs to become an attentive listener, a responsive listener, an analytical listener and a creative listener. The attentive listener hears accurately what is said so that he can become a responsive listener who participates in conversations and discussions. In order to become a good responsive listener, the listener must evaluate what he hears or be analytical. At the same time, the listener needs to listen creatively by developing new or original solutions and opinions in order to interact effectively with others. Thus, listening uses all mental faculties and aids social interaction.

LISTENING

Exit Objectives

1. The students understand that listening is a vital part of the communication process.

2. The students recognize that the message which the listener receives is a combination of language symbols, sound and visual signals.

3. The students are able to adjust their listening process as their purpose in listening varies and/or as the listening environments vary.

4. The students recognize and use listening as a stimulus to imagination and creativity, as a form of entertainment and as a source of information.

5. The students respect, appreciate and accept idiosyncratic and dialectal speech differences.

EXIT OBJECTIVE 1

The students understand that listening is a vital part of the communication process.

ENABLING OBJECTIVES

E 1.1 The students can identify various types and sources of sound that they listen to in their everyday lives (e.g., themselves, other people, nature, audiovisual media, etc.).

1.2 The students can explain the reasons that people spend so much time listening (i.e., for information, for entertainment or pleasure, for understanding, for safety, etc.).

1.3 The students describe a situation in which they or others had difficulties because they did not listen carefully.

1.4 After playing the role of the listener in a dialogue, discussion or so forth, the students can identify specific information they received.

1.5 The students can point out specific information which they miss when they observe a situation without hearing any sounds (e.g., a television program or a film with the sound turned off, a real-life situation which they observe but cannot hear).

EMH 1.6 The students can identify problems that *might* occur in real-life situations because of a breakdown in the listening process (e.g., misunderstandings, physical danger, etc.).

1.7 The students can suggest personal and environmental reasons that people might not listen carefully in a given situation.

1.8 The students can explain possible reactions of a speaker to an inattentive audience.

MH 1.9 The students assess the impact of recent technological advances in electronics on the listening skills and habits of the American people.

1.10 The students can identify events in the past that would have altered the course of history if someone had/had not listened carefully.

1.11 The students can create a hypothetical situation in which a major catastrophe, personal calamity or so forth occurs because of a breakdown in the listening process.

1.12 The students can draw a diagram of the communication process and/or explain the role of the listener within the communication process.

H 1.13 After taking part in a group discussion without being able to hear all that was said, the students identify the gaps in their information.

EXIT OBJECTIVE 2

The students recognize that the message which the listener receives is a combination of language symbols, sound and visual signals.

ENABLING OBJECTIVES

E 2.1 After listening to oral messages, the students can identify some of the speaker's gestures, facial expressions and so forth that aided their understanding.

2.2 The students can identify some words in which the word attempts to duplicate a specific sound (moo, buzz), and they can discuss some reasons for the existence of such words.

2.3 The students can give examples of sounds which are not words but which convey meaning to a listener (e.g., *un-huh, huh-uh, mmm*, whistles, boos, handclaps, finger snapping, etc.).

2.4 After watching two different speakers deliver the same message, the students can identify the speaker who seemed more believable and can explain why.

M 2.5 The students can explain the effects of the physical appearance of a speaker on the reception of his/her message by different kinds of audiences.

2.6 The students can explain how meaning is conveyed when a listener does not have access to visual signals (radio, audio tape, record, telephone).

MH 2.7 While watching a movie, video tape or so forth in a foreign language or while watching a silent movie, the students can cite examples of visual signals that communicated something to them even though they did not understand and/or hear the words.

2.8 After listening to several different voices repeating the same message, the students can rank the voices by their effectiveness, and they can explain why they ranked them as they did.

2.9 The students can give an example of a speaker who succeeded and one who failed because he was aware/unaware of the importance of sound and visual signals.

H 2.10 The students can explain why myths and histories were told in poetic form before the age of literacy.

2.11 After watching a video tape of two or more speakers, the students can identify some of the factors besides the content of the messages which made the speakers believable or unbelievable.

EXIT OBJECTIVE 3

The students are able to adjust their listening process as their purpose in listening varies and/or as the listening environment varies.

ENABLING OBJECTIVES

E 3.1 The students can understand directions, announcements and introductions (attentive listening).

3.2 The students can follow oral directions.

3.3 While other students near them are having a discussion, the students can concentrate on directions given orally and can follow them.

3.4 The students become responsive listeners by participating in conversations and discussions.

3.5 The students listen courteously to other speakers in both formal and informal speaking/listening situations.

3.6 The students can listen to a story and tell what the story was about.

3.7 When asked to listen for a particular word or phrase in a song, speech, poem or so forth, the students can specify when that word or phrase occurs.

3.8 The students recognize that listening to a poem and to a story requires different listening techniques.

EMH 3.9 The students listen to get main ideas and supporting details.

3.10 The students can listen to a variety of sources to obtain information which they can repeat or paraphrase.

3.11 The students can listen to a live or recorded lecture/speech and identify the major points made by the speaker.

3.12 The students can analyze a speaker's method of organization.

3.13 The students listen critically, noticing emotional appeal of words and intonation in a presentation.

3.14 The students listen with an open mind to a speaker before they make judgments or form opinions about the speaker or his message.

3.15 The students can distinguish between statements of fact and statements of opinion.

3.16 The students can make logical inferences from statements they hear.

3.17 The students can summarize positions of members of a discussion group.

3.18 The students can use contextual clues to guess the meanings of words.

EXIT OBJECTIVE 4

The students recognize and use listening as a stimulus to imagination and creativity, as a form of entertainment and as a source of information.

ENABLING OBJECTIVES

E 4.1 The students listen and respond to rhythmic patterns in music, verse and stories.

4.2 After listening to a story or a poem, the students respond creatively through visual art or music.

4.3 After listening to music, the students respond creatively by writing a story or a poem.

4.4 After listening to music or to a story, the students dramatize (role-play, pantomime, develop a puppet show) in response to what they have heard.

4.5 When asked, the students can recall several items of information which they have learned orally during the previous hour, day, etc.

4.6 The students can identify several types of entertainment that are designed for listening.

EMH 4.7 The students use a variety of analytic operations in the listening process, such as:

E a. formulating questions,

b. classifying,

c. identifying supportive and main ideas,

M d. separating relevant from irrelevant data,

e. summarizing,

f. storing information and main ideas,

MH g. recognizing the limits of the information received,

h. generalizing,

i. synthesizing.

M 4.8 After listening to a radio drama, the students can compare their own reactions to those of their friends.

H 4.9 After listening to music, the students can discuss some of the thoughts which crossed their minds while they were listening, and they can explain how the music might have triggered those thoughts.

4.10 After listening to an old-time radio mystery show, the students can identify some of the techniques used to make the audience feel the suspense.

4.11 After listening to a humorous message (advertisement, comedian, comedy), the students can identify some reasons that enable comedy to work successfully through a medium that is entirely audio.

4.12 After listening to a series of poems, stories, plays, etc., the students can identify those they liked better than others, and they can give reasons for their choices.

EXIT OBJECTIVE 5

The students respect, appreciate and accept idiosyncratic and dialectal speech differences.

ENABLING OBJECTIVE

E 5.1 The students listen to a tape of their own voices and identify the qualities and speech pattern of their own voices.

5.2 After hearing a group of words from various dialects, the students identify some words that are not of their own dialect.

EM 5.3 When listening to someone who speaks differently from themselves, the students listen carefully and politely.

M 5.4 The students listen to recordings of various American dialects, and they can identify some of the more obvious differences.

MH 5.5 The students listen to persons who are speaking in other dialects and respond to the message of the speaker rather than to the dialect.

EMH 5.6 The students recognize that each American/English dialect is effective for communication among speakers of that dialect.

5.7 The students understand the need for facility in the standard American dialect and can use this dialect when the occasion demands.

5.8 The students do not ridicule other speakers whose dialects or speech patterns are different.

H 5.9 The students recognize that a person's speech patterns are influenced by cultural, social, educational and environmental factors as well as by individual abilities and habits.

READING

To become literate individuals, students need to read widely and read well. It is not enough for them just to be able to get the printed words off the page; rather, they need to comprehend what they read and to make connections between the messages they are reading and their total experience.

The process of reading is a complex one, as all teachers know. And the process can be taught through a variety of methods — no one of which is championed here. In the past, the responsibility of teaching children to read was primarily delegated to the elementary teacher. But in recent years — as a result of research in reading, public concern and the Right-to-Read effort — that responsibility has been extended to all teachers at all levels in all content areas.

To emphasize the need for a sequential, developmental reading program in grades K-12 as an integral part of the total language arts curriculum and to provide guidance for teachers who have not had training in the teaching of reading, separate sets of objectives have been developed for reading and literature in this guide. In addition, there was an attempt to sequence some of the skills in this section. In actual curriculum development and in classroom instruction, reading and literature objectives should be blended, and there should be a purposeful sequencing of those objectives.

READING

Exit Objectives

1. The students can decode and manipulate word forms.
2. The students comprehend as they read materials commensurate with their level of achievement in reading.
3. The students use reading skills in the gathering, retaining and analyzing of information.
4. The students read a variety of materials for both enjoyment and self-growth.
5. The students can apply the reading skills they acquire in school to practical situations they encounter in everyday life.

EXIT OBJECTIVE 1

The students can decode and manipulate word forms.

ENABLING OBJECTIVES

E 1.1 The students recognize that printed words represent spoken language.

1.2 The students recognize that printed symbols (letters) represent the individual sounds of spoken language.

1.3 The students develop auditory discrimination by:

a. differentiating among the basic sounds of speech and associating these sounds with their corresponding written symbols;

b. recognizing similarities and differences in sounds within words (initial, middle, final);

c. identifying and formulating rhyming sounds and alliterative phrases.

1.4 The students develop visual discrimination by:

a. recognizing similarities and differences in pictures and shapes;

b. discerning differences in size and shape of letters and words.

1.5 The students develop left-to-right visual patterns.

1.6 The students use word-attack skills to decode words.

a. They recognize basic words by sight.

b. They use phonetic analysis to:

1. recognize initial, medial and final consonant letters;

2. recognize long and short vowels and the *schwa* vowel sound;

3. recognize consonant blends (e.g., *bl, dr, sc, str, tw,* etc.) and diagraphs (*ch, dk, gh, ph, sh, th, wh*);

4. recognize vowel controllers (e.g., *r* as in fir, *l* as in all, silent *e,* etc.), diagraphs (e.g., *ay, ea, ei, ie, ou,* etc.), and diphthongs (e.g., *oi, oy, ou, ow*).

EM

c. They use structural analysis to:

1. recognize and identify the meanings of root words;

2. recognize inflectional forms and their influence on words to which they become attached.

a) inflections that indicate number (*-e, -es* and irregular plural forms);

b) inflections that indicate tense (*-s, -ed, -ing*);

c) possessive inflections (*-'s, -s'*);

d) inflections that indicate person and gender in pronouns;

e) inflections that indicate comparison of adjectives and adverbs (*-er, -est*).

3. recognize and identify meanings of common derivational prefixes and suffixes;

4. break words into pronounceable units (syllables);

5. recognize and formulate compound words;

6. recognize and identify the meanings of contractions;

7. recognize and identify the meanings of common abbreviations.

d. They use context clues to determine the meanings of new words:

1. clues of definition;

2. clues of restatement, such as appositives;

3. clues of contrast and comparison;

4. descriptive words or phrases that imply the meaning of a specific word.

EMH 1.7 The students can use a dictionary to determine meaning and pronunciation of new words.

a. They know the alphabet sequence sufficiently to find words easily.

b. They identify guide words at the top of a page and understand how to use them to find a word quickly.

c. They can identify boldface entry words and recognize that they are divided into syllables in most dictionaries.

d. They can use diacritical markings as an aid to pronunciation.

e. They can use the phonetic alphabet of a specific dictionary.

f. They can use part-of-speech labels, examples of specialized meanings, and abbreviations commonly found in dictionary entries to select appropriate definitions and/or synonyms and antonyms.

EM 1.8 The students can select and use appropriate synonyms, antonyms and homonyms.

EXIT OBJECTIVE 2

The students comprehend as they read materials commensurate with their level of achievement in reading.

ENABLING OBJECTIVES

E 2.1 The students recognize the meanings of the words they encounter in their reading, and they use dictionaries to help them discover precise meanings of words.

2.2 The students understand the meanings of phrases they encounter in their reading.

2.3 The students can decipher the meaning of a sentence they encounter in their reading.

2.4 The students recognize that sentences are put together in paragraphs for specific purposes.

2.5 The students can put the meaning of a paragraph into their own words.

2.6 The students use capitalization and punctuation as a guide to meaning.

EM 2.7 The students understand the literal meaning of any passage they read.

a. They recognize and recall details explicitly stated in a selection.

b. They recognize or recall the order of incidents, events or ideas explicitly stated in a selection.

c. They recognize and/or recall explicit statements of main ideas of paragraphs or longer portions of a selection.

d. They recognize and/or recall statements of character traits explicitly stated in a selection.

e. They recognize and/or recall comparisons among characters, times in history, places or ideas that are stated in a selection.

f. They recognize and/or recall cause and effect relationships explicitly stated in a selection.

2.8 The students draw inferences from their reading by predicting outcomes and/or interpreting feelings of characters.

2.9 The students differentiate between reality and fantasy.

2.10 The students continue to understand the literal meaning of their reading by recognizing and recalling details, main ideas, sequence, character traits and comparisons.

MH 2.11 The students draw inferences from their reading by:

a. conjecturing about additional supporting details which the author might have included in a selection which would have made it more informative, interesting or appealing;

b. expressing a main idea, theme or moral not explicitly stated in the selection;

c. conjecturing or hypothesizing about sequential incidents or events which might be added to a selection;

d. suggesting comparisons of characters, times, places or ideas not directly stated in the selection;

e. hypothesizing about cause and effect relationships not explicitly stated in the selection;

f. hypothesizing character traits on the basis of explicit clues presented in the selection;

g. predicting outcomes of the selection after reading an initial portion of the selection;

h. expressing literal meanings for figurative language used by the author of a selection.

2.12 The students can read aloud a variety of printed materials (nursery rhymes, essays, famous speeches, stories, plays, radio scripts, newscasts, commercials), illustrating their understanding of the material by varying pitch, stress, intonation patterns, volume, etc., according to the type of material, the audience and the occasion.

EXIT OBJECTIVE 3

The students use reading skills in the gathering, retaining and analyzing of information.

ENABLING OBJECTIVES

EMH 3.1 The students alter their method of reading in relation to the type of materials they are reading and the purpose for reading.

a. They can use SQ3R or another similar technique of reading for study purposes.

b. They can vary their reading speeds in accordance with their purpose for reading.

c. They can skim and scan.

3.2 The students use study skills which enable them to meet the requirements of school work.

a. They use parts of books — tables of contents, glossaries, index, subtitles, etc.

b. They follow written directions.

c. They use outlining skills.

d. They take written notes.

e. They use reading skills needed for preparing a report.

f. They can use print clues, such as italics, underscoring, color coding, etc.

3.3 The students use specialized reading skills needed for the various subject areas.

a. They understand specific meanings of words in various content areas.

b. They can read charts, maps, graphs, tables, diagrams.

c. They interpret pictures.

d. They understand symbols, formulas and abbreviations.

e. They develop the specialized vocabularies and/or recognize the specialized meanings of the words used in various content areas.

3.4 The students can locate, read and use a variety of sources to aid their understanding of materials read.

a. They can use a dictionary to determine or clarify word meanings, usage and pronunciation.

b. They can use the Readers' Guide and the card catalog to locate specific materials in a library.

c. They can use guide words, indexes and key topics to locate specific information in encyclopedias, atlases, almanacs, directories, etc.

d. They can use a thesaurus to determine appropriate synonyms, homonyms and antonyms.

e. They can locate and use magazines, newspapers, pamphlets, vertical files, films, filmstrips and slides as reference materials.

3.5 The students can organize material they have read by:

a. classifying,

b. outlining,

c. summarizing,

d. synthesizing.

3.6 The students can make critical judgments about material they read.

a. The students distinguish between fictional and nonfictional reading selections.

b. They can distinguish fact from opinion.

c. They can recognize an author's apparent and/or hidden purpose.

d. They can identify specific techniques used by the author of a selection to achieve his purpose (e.g., figurative language, point of view, word choice, organization patterns, etc.).

e. They can assess the adequacy and/or validity of material they read by:

1. judging the relevancy of content to the author's topic;

2. comparing and/or contrasting the material with other material written on the same subject.

f. They can identify and evaluate the effectiveness of persuasive techniques used in material they read.

g. They develop criteria for judging the worth of material they read (e.g., author's purpose and audience, literary standards, personal preference).

MH 3.7 On the basis of their own experiences, the students can make judgments of adequacy or validity of the author's treatment of a subject when it is compared to other sources on the subject.

H 3.8 The students compare written sources of information with respect to their agreements or disagreements, completeness or incompleteness, and thoroughness or superficiality in dealing with a subject.

3.9 The students can make judgments of appropriateness by determining whether certain selections or parts of selections are relevant and can make a contribution to resolving an issue or problem.

EXIT OBJECTIVE 4

The students read a variety of materials for both enjoyment and self-growth.

ENABLING OBJECTIVES

EMH 4.1 The students see reading as a fulfilling lifetime skill.

a. They know how to select materials that meet their needs.

b. They read to meet information, enjoyment, comparison/contrast and evaluation needs.

4.2 The students can react to what they read as reflecting personal and social values, experiences or attitudes.

a. They can use insights gained through reading to make value judgments.

b. They examine their own beliefs.

c. They respect their own and others' choices and responses to materials they read.

4.3 The students respond to the materials they read, and they can give specific reasons for their responses.

4.4 The students identify with characters and incidents in their reading by demon-

strating sympathy for, sensitivity to or empathy with characters and events portrayed by the authors.

4.5 The students can read aloud a variety of written materials to provide information/entertainment to a variety of audiences (i.e., younger children, peers, parents, older adults).

4.6 The students respect the right of each person to select, read and respond to written materials.

EXIT OBJECTIVE 5

The students can apply the reading skills they acquire in school to practical situations they encounter in everyday life.

ENABLING OBJECTIVES

E 5.1 The students can read and comprehend labels on grocery items and household products, (e.g., directions for use, warning labels and statements of product contents).

5.2 The students can interpret road signs and symbols (street signs, mileage signs, traffic directions, information signs, etc.).

EM 5.3 The students can use skimming techniques, alphabetizing skills and guide words to make efficient use of a telephone directory for locating information, shopping, solving problems and acquiring help in emergency situations.

5.4 The students can read maps to locate places of interest, compute mileage and chart routes for specific trips.

5.5 The students can locate specific information in a variety of catalogs and directories.

MH 5.6 The students can follow written directions on prescription and nonprescription medicines, sewing patterns, recipes, laundering instruction labels and directions for assembling such items as toys, appliances, furniture, machines, etc.

5.7 The students can read the print media (newspapers, magazines, pamphlets, TV guides) to locate specific information about sports, public opinion, social events, television and radio programming, entertainment, and local, state, national and world events.

5.8 The students can critically read and compare printed advertising to determine type of appeal, validity of claims and adequacy of information, and can use ads as aids to purchasing.

H 5.9 The students can read applications (job, credit, loan) and other forms (tax, insurance) to determine what specific information is required by the forms.

5.10 The students can read and respond to written surveys (questionnaires, polls, etc.).

5.11 The students can critically read the specialized language frequently used in public laws, contracts, insurance policies, guarantees on appliances, vehicles, etc.

WRITING

Studies on the teaching of writing indicate that many instructional practices, such as isolated grammar drill, do not produce good writers. What does seem to produce good writers is frequent writing on various topics and in various forms. Aid in prewriting activities, during the writing process and in revision activities is a necessary element in a writing program. At all times, the objectives of a writing assignment and its modes of evaluation should be clear in the teacher's and in the writer's minds.

A positive evaluation stresses both strengths and weaknesses. People write to discover what they know, to create order out of chaos, to release feelings, to communicate their ideas to others or to free their imaginations. Thus, writing is a process of idea development, and the product must be viewed as a result of that process. Therefore, the focus of instruction is on the process and on aiding that process rather than solely on the product and its weaknesses. The prewriting, writing and revision activities are as important as the evaluation.

However, the mechanics of writing should also be considered. It is important for written communication to be legible and for students to be aware of the usage of specific language levels for specific purposes. The levels of language usage and formal grammar need to be taught in conjunction with writing. If writing is done without regard for mechanics or if the mechanics are separated from writing, the process and the product are incomplete. Yet, the teacher must not fall into the trap of evaluating the mechanics apart from the ideas.

Although writing is a complex activity, it is not just for the gifted. It is a learning activity by which students can develop their thinking. Most importantly, writing is a positive building activity and should be treated as such.

WRITING

Exit Objectives

1. The students recognize and use the manuscript conventions of writing.

2. The students can write phrases, sentences and paragraphs to communicate effectively.

3. The students can choose from a variety of written forms to communicate an idea, experience or opinion.

4. The students possess the practical writing skills necessary to function in contemporary society.

5. The students recognize that, in order to communicate effectively, they must consider both their audience and the purpose for which they are writing.

6. The students select organizational patterns appropriate for the written messages they want to communicate.

7. The students discover how they can control the tone of their writing.

8. The students assess the many factors that shape their point of view, and they discover how these factors influence everything they write.

EXIT OBJECTIVE 1

The students recognize and use the manuscript conventions of writing.

ENABLING OBJECTIVES

E 1.1 The students recognize that the words they write are graphic symbols for the words they speak.

1.2 The students develop handwriting skills.

a. They use both manuscript and cursive writing.

b. They write neatly, legibly and with moderate speed.

c. They print capital and lower case letters.

d. They use left-to-right progression when they print.

e. They use simple punctuation marks.

f. They are aware of the following elements and employ them in their penmanship: formation, size, slant, alignment and spacing.

EM 1.3 The students capitalize the beginning of a sentence; greetings and closings of letters; months of the year; proper nouns; titles of stories, poems and books; titles of people; holidays; days of the week; names of religious deities and religions; languages; definitive areas but not directions; brand names but not products.

MH 1.4 The students use correct punctuation at the end of a sentence (period, question mark, exclamation mark); commas in greetings and closings in letters, in addresses, in dates, in a direct address, in a series, in a compound sentence and after introductory clauses and phrases; apostrophes in possessives and contractions; and appropriate punctuation in a direct quotation.

1.5 The students write a letter using date, greeting, body, closing and signature.

1.6 The students spell a prescribed set or series of words correctly.

1.7 The students address envelopes correctly.

1.8 Given a passage that is ineffectively punctuated, the students intentionally change the punctuation and then read the passage aloud, noting the changes in meaning and in ease of reading.

1.9 Given a dictated message, the students can transcribe it in written language, punctuating it appropriately to simulate the oral message.

1.10 The students experiment with punctuation as one aspect of style, and they recognize effective and ineffective punctuation.

EXIT OBJECTIVE 2

The students can write phrases, sentences and paragraphs.

ENABLING OBJECTIVES

E 2.1 The students express sensory impressions by using descriptive words and phrases.

2.2 The students write a complete simple sentence.

2.3 The students write a story using simple sentences in a sequence.

2.4 The students write a story having a beginning, a middle and an end.

2.5 The students combine short, choppy sentences by compounding subjects, verbs and complements.

EMH 2.6 The students can recognize the basic sentence patterns in the English language and use a variety of these patterns in their writing (e.g., subject-verb, subject-verb-complement, subject-verb-object, expletive sentence, etc.).

2.7 The students can combine two or more sentences through the processes of coordination and subordination.

2.8 The students recognize that words work together in meaningful thought units (phrases and clauses) within a sentence.

2.9 The students can vary their sentences by adding and rearranging words, phrases and clauses.

2.10 The students can expand the meaning of the sentences they write through use of words, phrases and clauses in a series.

MH 2.11 The students use transitional words and phrases within paragraphs to make their writing flow more smoothly.

2.12 The students can combine paragraphs in a logical sequence using transitional devices to achieve variety and coherence.

2.13 The students write expository and descriptive paragraphs using topic sentences, supporting details, concluding sentences and transitions. They know how to achieve unity and coherence, and they have experience in writing a variety of paragraph types (cause and effect, etc.).

EXIT OBJECTIVE 3

The students can choose from a variety of written forms to communicate an idea, experience or opinion.

ENABLING OBJECTIVES

E 3.1 The students can write a complete simple sentence.

3.2 The students write simple poetry, with or without rhyme.

3.3 The students write friendly letters, using appropriate letter form.

3.4 The students write thank you notes to persons who have given them gifts or done them favors.

3.5 The students can write simple stories using sentences in narrative sequence.

3.6 The students can complete the plot line of a given story's beginning.

EMH 3.7 The students write advertisements/commercials in which they attempt to convince someone to purchase a given product.

3.8 The students can compose simple dialogues, using appropriate form and punctuation.

3.9 The students write a descriptive paragraph using topic sentence, supporting details and concluding sentences.

3.10 The students write paragraphs which give directions on how to do something.

3.11 The students adapt the level of language to the purpose of their writing.

3.12 The students write summaries of events or situations which they have observed, heard about or read about. (For example, the students might summarize a television show, an incident they observed in school, etc.)

3.13 The students, working alone or in groups, can write a simple one-act play or skit to be performed live or on audio or video tape.

3.14 The students can write a brief autobiographical sketch.

3.15 The students can write a brief biographical sketch about someone they know, someone they have seen on television or film and/or someone they have read about.

3.16 The students write a variety of business letters such as letters of complaint, letters soliciting information, letters requesting a purchase, etc.

MH 3.17 The students write summaries of essays, articles or books they have read.

3.18 The students gather information from a variety of sources (print, nonprint and/or human) on specific topics they have selected and organize the information in a written report.

H 3.19 The students can give appropriate credit to all sources from which they have gathered unique information for a written report.

3.20 The students write short stories using theme, conflict, setting, point-of-view and character.

3.21 The students write formal essays in which they attempt to persuade or convince.

3.22 The students write poetry in which they experiment with rhythm, rhyme, alliteration and figures of speech.

3.23 The students can use a variety of patterns for organizing written messages such as spatial, chronological, cause and effect, deduction, induction, comparison and contrast, etc.

3.24 The students recognize that any piece of writing may be composed of more than one type of organizational structure.

3.25 The students write letters to the editor or newspapers and magazines in which they express their opinions on specific topics or issues.

3.26 The students write essays and/or articles in which they present an argument for or against an idea or an action.

3.27 The students can select the written form and pattern of organization that will most effectively communicate their messages to their audiences.

3.28 The students recognize that there is more than one style which may be used for report writing (i.e., MLA, specific college/university style sheets, etc.).

3.29 The students can follow a given style sheet in citing references, developing a title page, etc., when writing a report.

EXIT OBJECTIVE 4

The students possess the practical writing skills necessary to function in contemporary society.

ENABLING OBJECTIVES

E 4.1 The students write friendly letters and notes.

4.2 The students write lists of items to be purchased or things to be remembered.

4.3 The students write information reports (e.g., on events they have witnessed, books they have read, surveys they have taken, etc.).

M 4.4 The students fill out simple forms such as surveys, application forms (e.g., clubs, charge accounts, school registration, etc.).

4.5 The students write letters to editors of newspapers and magazines expressing their own opinions.

4.6 The students take notes on a film, lecture or speech.

4.7 The students can collect information from a variety of sources and summarize it in written form.

MH 4.8 The students can write letters of application and fill out application forms.

H 4.9 The students can fill out complex forms such as tax forms, insurance forms and accident forms.

4.10 The students write a variety of personal business letters, such as letters of complaint, requests for information, etc.

4.11 The students can compose a brief autobiographical sketch or resumé that would be appropriate for a job or college application form.

4.12 The students keep a diary of their own experiences.

4.13 The students develop lists and records to use for future reference (e.g., lists of dates to remember, work to be done, etc.).

4.14 The students keep a record of ideas, words, etc., that they wish to remember later (i.e., one- or two-line quotations, poems, etc.).

4.15 The students solve problems and make decisions by outlining and then weighing the negative and positive factors involved.

4.16 The students recognize that the act of writing to oneself can provide a harmless outlet for strong feelings such as fear, frustration, anger and love.

4.17 The students recognize that the act of writing can be a fulfilling, rewarding experience.

EXIT OBJECTIVE 5

The students recognize that, in order to communicate effectively, they must consider both their audience and the purpose for which they are writing.

ENABLING OBJECTIVES

E	5.1	The students write stories or poems using language and content that is appropriate for their own age group.
	5.2	The students write stories or poems using form and content that is appropriate for children considerably younger than they.
EM	5.3	The students write sentences or paragraphs designed to persuade the reader to perform some action (e.g., give to charity, buy a pet, etc.).
	5.4	The students can identify topics which they feel would be appropriate for an adult audience.
M	5.5	The students write reports or essays designed to relay information to specific audiences.
	5.6	The students write poetry, stories and/or essays in which their purpose is to entertain their audience.
	5.7	The students write letters to imaginary and/or real persons such as their boss, the President of the United States, a senator or congressman, their parents, etc.
	5.8	The students discuss differences in the language they would use in writing for a peer as opposed to writing for an adult.
MH	5.9	The students examine the differences in form, content and language that they would use in writing to meet educational or vocational needs as opposed to personal needs.
	5.10	The students recognize that tone in writing is conveyed through choice of words, sentence length, punctuation, etc., and that tone must be controlled if the author's purposes are to be achieved.
H	5.11	The students can rewrite a message intentionally changing the tone (e.g., from affectionate to sarcastic, from angry to pleading, etc.).
	5.12	The students recognize that they can change the effect of a given message on their audience by changing the point-of-view from which they write the message.
	5.13	The students write more than one essay on a single topic, varying the writing style to meet the needs of different audiences.
	5.14	The students write a series of articles on a single topic, varying their purpose from entertainment to information to persuasion.
	5.15	The students develop the ability to recognize the needs of their audience without losing sight of their own convictions and/or writing style.

EXIT OBJECTIVE 6

The students select organizational patterns appropriate for the written messages they want to communicate.

ENABLING OBJECTIVES

EMH 6.1 The students can use a variety of patterns for organizing written messages, including the following:

a. spatial — top to bottom, inside to outside, left to right, etc.;

b. chronological — first to last or last to first;

c. importance — most important to least important, trivial to significant, etc.;

d. cause and effect;

e. induction (facts to conclusions);

f. deduction (general to specific);

g. comparison and contrast.

6.2 The students recognize that they may use one or more organizational patterns in the same piece of writing to achieve their purposes.

6.3 When asked to write a report on an incident to tell their classmates what happened, the students use chronological order and/or order of importance as the organizational strategies.

6.4 When asked to give their reasons why they would or would not like to do something specific, the students use some logical organizational strategy (or strategies) to communicate their reasons.

MH 6.5 The students can analyze the organizational strategies of professional writers, and they can criticize the strategies, focusing on their effectiveness.

6.6 Given the organizational strategy of a particular writer, the students can modify that strategy for topics of their own choosing and can explain the necessity of the modification(s).

6.7 The students recognize basic organizational patterns and can adapt them to their own style and needs.

EXIT OBJECTIVE 7

The students discover how they can control the tone of their writing.

ENABLING OBJECTIVES

MH 7.1 The students recognize that tone is generally defined as the writer's voice (as distinct from the characters in a story or the people described in an article), and they can detect the writer's attitude toward his subject through the tone.

7.2 The students recognize that tone in writing is conveyed through choice of words, sentence length, the writer's style, punctuation, etc.

7.3 The students recognize that tone in writing is similar to the intonation patterns of a speaker and that tone in speech is conveyed through the speaker's voice, inflection, choice of words, etc.

7.4 The students can identify these tones, among others: satirical, whimsical, dramatic, learned, informative, lyrical, somber, mock-heroic and sarcastic.

7.5 The students can rewrite any written message, intentionally changing the tone (for example, affectionate to sarcastic).

7.6 The students can describe an event, scene or experience, choosing words that convey as accurately as possible the emotional tone or context of the event, scene or experience.

EXIT OBJECTIVE 8

The students assess the many factors that shape their point of view, and they discover how these factors influence everything they write.

ENABLING OBJECTIVES

EM 8.1 The students discover that they do not always see a certain event the same way that a classmate does. They can explain why their account of the event differs from that of a classmate.

8.2 The students recognize how their physical vantage point affects the way they see any event, and they can explain how that vantage point affects their perception of any specific event.

8.3 The students discover how the age of an individual affects his/her point of view and how the age factor affects a person's choice of language.

8.4 The students recognize how sex affects a person's point of view, and they can explain how a person's sex can affect the choice of words used in giving an oral or written account.

8.5 The students discover how their emotional involvement with an event or a person affects their point of view toward that person or event.

M 8.6 The students discover how their experiences affect their point of view, and they can explain how those experiences affect their choice of words in talking or writing about almost anything.

8.7 The students discover that they must first know something about a topic before they can write on it.

8.8 The students recognize how a person's socioeconomic position affects his/her point of view, and they explain how those factors influence a person's choice of words in talking or writing about almost anything.

8.9 The students explain how a person's geographical location affects choice of words and pronunciation of certain words. They further explain how geographical location can affect a person's point of view in writing about any topic.

H 8.10 The students can list many factors that influence a person's point of view, and, in reviewing any written or spoken communication, they can detect those factors by analyzing the communication carefully.

8.11 The students explain how the factors that shape their point of view evoke definite responses to any oral or written communication.

8.12 The students recognize that point of view affects both the collection and presentation of facts.

LITERATURE

In a confused and confusing world, students at all levels of instruction can discover a great deal about themselves and the human condition through the wide reading of all types of literature and drama. That process of self-discovery alone more than justifies the time spent in English classes in attempts to help students become informed, perceptive, literate citizens.

At first glance, the reader may wonder why there are only four objectives for literature — an aspect of the English language arts that many teachers consider to be the main focus of an English program. On second reading, the reader will discover that the four exit objectives are broad goals that demand a great number of enabling objectives for their achievement. And the perceptive reader will recognize that each enabling objective requires a great number of additional enabling objectives for achievement. The reason for this complexity is that literature encompasses all of life and easily requires an entire book of objectives.

There was no attempt to propose a single book list since individual student and class needs are varied. The fundamental goals are that students should find personal satisfaction in reading literature/drama or in viewing drama by enjoying the mental/physical sights and sounds of literature. Yet, they should gain practical insights into life and develop critical thinking skills. In short, they must fully understand what they read or view.

LITERATURE

Exit Objectives

1. The students understand the literature they read or see performed.
2. The students respect their own rights and the rights of others to choose and respond to literature.
3. The students derive pleasure from reading/experiencing a variety of literature.
4. The students' understanding of themselves and the human condition is increased through responding to literature.

EXIT OBJECTIVE 1

The students understand the literature they read or see performed.

ENABLING OBJECTIVES

E 1.1 The students identify the story line and retell the events in sequence in short stories, poems, books and plays.

1.2 The students discuss the behaviors, traits and relationships of characters.

1.3 The students recognize when two or more literary works they encounter depict the same idea, situation or conflict in different ways.

1.4 The students distinguish verse from prose.

EM 1.5 The students distinguish fiction from nonfiction.

1.6 The students distinguish realistic fiction from fanciful fiction.

1.7 The students distinguish between works written long ago and contemporary works.

EMH 1.8 The students identify or infer main ideas/conclusions/themes from literary works.

1.9 The students identify conflicts in the literary selections.

1.10 The students relate the literature they encounter to their own lives.

1.11 The students recognize some of the conventional structures of poetry, such as rhythmical patterns and rhyme schemes.

1.12 The students recognize that an author can use figurative language to heighten an explanation or a description.

1.13 The students can explain how the author's selection of content and theme is based on his own background of experience and perception of life.

EMH 1.14 The students can explain the literal meaning of the figurative language they encounter.

MH 1.15 The students recognize the unique advantages and disadvantages of the various genre/media forms for human expression (e.g., short story, novel, play or film).

1.16 The students can examine the effects of an author's choice of setting in a story, play or film.

1.17 The students recognize the difference between the assumed "I" of the narrator and the author himself.

1.18 The students can explain the effects of the author's selection of narrative point-of-view on the telling of a story.

1.19 The students recognize some of the universal themes in literature they read, see performed or hear.

1.20 The students recognize that nonfiction is an attempt to relate the "truth" about a situation, idea, etc., as the author perceives the truth.

1.21 The students know when an author takes a satirical approach to his subject and can explain possible reasons for that approach.

1.22 The students are aware of the relationships (theme, style, etc.) between literary works and other art forms such as dance, music, sculpture, architecture, etc.

1.23 The students can identify an ironical statement or situation encountered in a literary work.

1.24 The students can draw inferences from *implied* events, actions, ideas, etc., in the literature they encounter.

1.25 The students recognize a variety of literary genres and media forms and the limitations and possibilities within each to express ideas.

1.26 The students recognize the function of certain literary conventions such as refrain, allusion, chorus, symbolism, *in media res,* etc.

1.27 The students can explain the relationships between content and form in specific literary works.

1.28 The students identify common literary conventions (plot, setting, point of view, simple figurative language, symbolism) as they are relevant to the work — and to the student.

1.29 The students identify and discuss universal themes found in literary selections.

1.30 The students can identify the author's basic attitude toward his subjects (i.e., serious, playful, critical, etc.).

EXIT OBJECTIVE 2

The students respect their own right and the rights of others to choose and respond to literature.

ENABLING OBJECTIVES

E 2.1 The students share favorite readings with small groups of peers.

2.2 The students give reasons for liking or disliking a variety of literary selections.

2.3 The students allow other students to explain their reasons for liking or disliking literature they have read.

EM 2.4 The students can explain why persons of different backgrounds (e.g., a person from the city compared to a person from the country, a person from a large family compared to an only child) may not have the same responses to literature as they.

2.5 The students can describe different types of people and suggest how they might react to a given literary work.

EMH 2.6 The students can respond to literature they have encountered in a variety of modes, e.g., writing (formal and informal), oral discussion (formal and informal), collage, drawing, dance, drama, models, film, special projects.

MH 2.7 The students recognize that literary works can evoke a variety of responses that are dependent on the cultural, ethical, religious, intellectual and/or emotional backgrounds of the readers/listeners/viewers.

2.8 The students can give examples of changes in their own tastes in literature as they have grown older.

2.9 The students realize that different producers of literary works may view the same situation in different ways.

2.10 The students recognize that knowledge of literary techniques enables them to develop criteria for selection of reading/viewing materials.

2.11 The students develop their own tastes (preferences) for literary works by surveying a wide variety of genre and a wide sampling within each genre.

2.12 The students select reading/viewing/listening material on the basis of the criteria they have developed.

2.13 The students recognize that literature which is appropriate for and acceptable to one person may not be appropriate for or acceptable to another person.

2.14 The students exert their right to read/view/listen to literature of their own choice without imposing their choices on others.

H 2.15 The students distinguish between subjective and objective evaluations of literary selections.

2.16 The students can identify some of the criteria used by professional critics (film reviewers, TV reviewers, book reviewers, drama critics) to evaluate a literary work.

2.17 The students distinguish between criticism based on literary criteria and criticism based on personal taste.

2.18 The students do not automatically reject an entire literary work merely because some portion(s) of it conflict(s) with their own ideas or values.

EXIT OBJECTIVE 3

The students derive pleasure from reading/experiencing a variety of literature.

ENABLING OBJECTIVES

E 3.1 The students listen and respond positively to some stories, poems, plays, films.

3.2 The students share stories, poems, plays they have enjoyed.

3.3 The students express an interest in hearing/viewing/listening to literature which is not assigned to them.

3.4 The students can identify a story, poem, play, television show or film which they have enjoyed.

EM 3.5 The students compose stories, poems, plays, songs, films and so on to share with others.

3.6 The students dramatize literature they encounter.

EMH 3.7 The students use the library independently for recreational reading.

3.8 The students use free time at school for reading/viewing/listening to a variety of literature.

3.9 The students volunteer to participate in and/or view dramatic productions in class or as an extracurricular activity.

3.10 The students discuss literary works with friends.

MH 3.11 The students respond both intellectually and emotionally to stories, poems, songs, plays and films.

3.12 The students take pleasure in relating literary experiences to their own lives and in relating their own lives to literary experiences.

EXIT OBJECTIVE 4

The students' understanding of themselves and the human condition is increased through responding to literature.

ENABLING OBJECTIVES

EMH 4.1 The students relate literary experiences to their own lives on an increasingly sophisticated basis.

4.2 The students identify traits of literary characters and compare/contrast them with people they know.

4.3 The students compare a variety of situations in literary selections to situations they have encountered or might encounter in real life.

4.4 The students analyze how they might act in situations encountered in literary experiences.

4.5 The students explore alternatives to the behavior of characters in various works of literature.

4.6 The students express their own concerns and views of life through some literary form (e.g., song, poem, diary or journal, short story, novel, essay, film, play).

4.7 The students examine the contributions of various ethnic groups to the literary heritage of America.

MH 4.8 The students compare and contrast their own attitudes with the attitudes of characters in literature.

4.9 The students recognize that people are complex and that this complexity is revealed in literary works.

4.10 The students determine the personal and environmental factors which affect the behavior of literary characters.

4.11 The students recognize the major concerns of man as expressed through various types of literature.

4.12 The students explore relationships between the view of man presented in literary works and the view of man presented in other art forms.

H 4.13 The students recognize the role of literature in reflecting a culture or a particular historical era.

4.14 The students recognize the role of literature in shaping a culture.

4.15 The students pursue their individual concerns through investigating the literary works of others who have had similar concerns.

4.16 The students compare/contrast authors' views of human existence in literary works of the same genre and in literary works of different genres.

MASS MEDIA

Students spend more time watching, reading or listening to the mass media than they spend in school. The media help shape their ideas and form their opinions; yet many students are not consciously aware of the impact the media have on their lives.

All students should be helped to become more discriminating consumers of the mass media. This section deals with objectives that will help the students understand what the media are, how they work and how they influence people. The objectives are not designed to compete with instruction in specialized classes in journalism, radio or television; rather, they are designed for those students who will probably not enroll in those classes. The objectives are also designed to enhance the instruction in such specialized classes.

In addition to helping students become more discriminating consumers of the media, the first set of objectives focuses on helping them use media to send messages. Several of the objectives require special equipment, and the consultant team recognizes that most schools in Indiana have some of the equipment. If the schools do not, other objectives that lead to the same goal could easily be substituted.

MASS MEDIA

Exit Objectives

1. The students can send messages through a single medium or a combination of media.
2. The students become discriminating consumers of the mass media.
3. The students can critically evaluate the media in their capacity as primary forms of entertainment.
4. The students consider the influences the mass media have on individuals and society.
5. The students realize that they can take an active part in shaping the policies of the mass media.

EXIT OBJECTIVE 1

The students can send a message through a single medium or a combination of media.

ENABLING OBJECTIVES

E 1.1 The students can tell a story, describe an experience or convey a thought or emotion using only words.

1.2 The students can consciously alter the messages by using gestures, facial expressions and various intonation patterns.

1.3 The students can tell a story, describe an experience or convey an emotion through their own drawings.

EM 1.4 The students can tape record a poem, play, story, song and/or choral reading they have written or selected for a specific audience.

1.5 The students can develop a magazine, book or newspaper as a group/class

project, using their own stories, poems, articles, drawings and advertisements (if appropriate).

1.6 The students can send a message by creating a collage.

1.7 The students can explain how background music can affect a story.

1.8 The students can select background music to help convey a specific mood for their stories.

1.9 The students can effectively use the telephone to request or relay information and/or share ideas and feelings.

1.10 The students recognize the unique features (federal regulations, code signals, etc.) of communication via citizen band radio.

1.11 The students can tell a story, describe an experience or convey a thought or idea through a combination of words, pictures and music.

1.12 The students can select appropriate sound effects/background music for a play or a skit and can tape record the play or skit for a listening audience.

1.13 The students can write and record their own plays or skits, using a combination of several media.

H 1.14 The students can take pictures to convey a specific mood or to describe an experience.

1.15 The students can use pictures they have taken in a talk in which they also use various forms of nonverbal communication.

MH 1.16 The students can create a slide show and select music for special effects.

H 1.17 The students can tell a story, describe an experience or convey a thought or idea through a motion picture for which they select music and/or produce sound effects to add impact to the film.

1.18 The students can plan and develop a presentation, using a single medium or a combination of media, which expresses an idea, an opinion or an emotional response.

EXIT OBJECTIVE 2

The students become discriminating consumers of the mass media.

ENABLING OBJECTIVES

E 2.1 The students can identify the mass media.

2.2 The students can tell what they receive from the mass media.

2.3 The students can identify the programs on radio and television and the parts of newspapers and magazines that provide entertainment.

2.4 The students can explain why the mass media are useful for obtaining information.

2.5 The students can explain the purposes of advertisements and commercials.

2.6 The students can identify the major parts of a daily newspaper and can explain the function of each part.

2.7 The students can explain the major functions of radio, television and motion pictures.

2.8 The students can separate statements of fact from statements of opinion.

2.9 The students can define news.

2.10 The students can identify news stories that are disseminated by newspapers, radio and television.

2.11 The students can explain why it is more difficult to send a message to a mass audience than it is to send a message from one person to another.

2.12 By attempting to gather information for a news story, the students begin to understand how news is gathered.

MH 2.13 The students can write a story based solely on facts without inserting their own opinions.

2.14 The students discover how news is gathered for newspapers, news magazines, radio and television.

2.15 The students can define objectivity and subjectivity.

2.16 The students can identify news stories that are subjective or objective, and they can give reasons why they have classified the stories in either category.

2.17 The students can explain why the dissemination of both news and opinion is important.

2.18 The students can detect news stories that are slanted.

2.19 The students can explain the major functions of each of the mass media, and they can give examples of each function.

2.20 The students can give some of the pros and cons of advertising.

2.21 The students understand the function of advertising in the mass media.

2.22 The students can list similarities and differences in simultaneous national news telecasts.

2.23 The students can recognize the limitations placed on the broadcast of news by the electronic media.

2.24 The students can plan a news telecast as a class project, and they can identify the problems of time, order and treatment that they encounter.

2.25 The students can analyze the range, scope and objectivity of news disseminated by the electronic media.

EXIT OBJECTIVE 3

The students can critically evaluate the electronic media in their capacity as primary forms of entertainment.

ENABLING OBJECTIVES

E 3.1 The students identify some of their favorite television shows and can give reasons for their choices.

3.2 The students can explain why certain types of movies are offered more frequently than others at their local theaters.

3.3 The students can compare radio entertainment to television entertainment and identify similarities and differences.

EM 3.4 The students can create or listen to an old-time radio mystery drama and discuss its appeal.

MH 3.5 The students can examine the content of television programs to determine the types of audience for which they were designed (e.g., specific age/social/economic/intellectual groups).

3.6 The students can examine the rating system for movies and give reasons for that system.

3.7 The students can compare the entertainment programming on two or more radio stations and discuss the reasons for the differences.

3.8 The students recognize some of the economic forces that affect the selection of content for television, radio and films.

3.9 The students can compare two films or television shows on a single subject (i.e., detective, doctor/hospital, family, comedy, etc.) for effectiveness of presentation.

3.10 The students can identify and discuss the values portrayed in contemporary films.

H 3.11 The students can identify and explain the development of themes in contemporary films.

3.12 The students recognize that a program or a film which presents light entertainment can also make a serious comment on social, political or moral issues.

3.13 The students recognize that some comic strips/cartoons make serious statements about society, politics and/or moral issues.

3.14 The students analyze a variety of popular and special-interest periodicals to determine how writing style, content (articles, fiction, advertising, columns, editorials, etc.) and format (layout, print style and size, paper quality, cover, etc.) are used to appeal to specific or general consumers/audiences.

H 3.15 The students can recognize and define values characteristic of contemporary America.

3.16 The students can compare and contrast their listed values with the values presented by the electronic media.

3.17 The students can identify stereotypes.

3.18 The students can recognize stereotypes as they appear in entertaining television programs or films or in advertising.

3.19 The students can recognize and explain distortions of reality presented by the electronic media.

3.20 The students can analyze the possible effects of reality distortion — nature of violence, time distortion and problem/solution distortion.

EXIT OBJECTIVE 4

The students consider the influences the mass media have on individuals and society.

ENABLING OBJECTIVES

E 4.1 After noting why they think certain products are better than others, the students compare their reasons with the reasons included in advertisements and commercials.

4.2 After keeping a one-week record of what they do in their leisure time, the students explain why they spend *x* number of hours watching television, listening to the radio or records, reading newspapers and magazines or going to the movies.

4.3 The students discuss their favorite television shows and explain why they like them.

M 4.4 After noting the clothing, hairstyles and mannerisms of their favorite TV characters, the students describe the latest fads.

4.5 After indicating what they know about the mayor, the governor and a prominent personality they admire, the students reveal the sources of their information.

4.6 After listing what they consider to be the major problems in their worlds, the students determine why they listed specific problems, and they reveal the sources of information that led them to believe the problems are serious.

H 4.7 The students reveal their attitudes toward other countries, ethnic groups and religious groups and explain how they think they arrived at those attitudes.

4.8 The students consider a current controversial topic and explain how the mass media influenced their thinking on the topic.

4.9 The students assess the role of the mass media in elections.

4.10 The students examine the potential danger in depending on only one source (medium) for information.

4.11 The students explore the problem of censorship versus freedom of the press.

EXIT OBJECTIVE 5

The students realize that they can take an active part in shaping the policies of the mass media.

ENABLING OBJECTIVES

EMH 5.1 The students can respond to news stories, editorials and feature stories in newspapers by writing letters to the editor.

5.2 The students discover that they can express their opinions about matters not treated by the media by writing letters to the editor or to the station manager.

5.3 The students discover that they can report advertisers who make false claims to the Fair Trade Commission.

5.4 The students discover that they can influence the programming of national television networks by starting local campaigns for or against certain programs.